

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Ms. Karen Whyte

Official School Name: New Eagle Elementary School

School Mailing Address: 507 Pugh Road
Wayne, PA 19087-1906

County: Chester State School Code Number: 1440

Telephone: (610) 240-1551 E-mail: whytek@tesd.net

Fax: (610) 240-1561 Web URL: http://www.tesd.net/neweagle

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Daniel Waters Superintendent e-mail: watersd@tesd.net

District Name: Tredyffrin-Easttown District Phone: (610) 240-1900

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mrs. Karen Cruickshank

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

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PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 5 Elementary schools
(per district designation) 2 Middle/Junior high schools
1 High schools
0 K-12 schools
8 Total schools in district
2. District per-pupil expenditure: 14054

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban
4. Number of years the principal has been in her/his position at this school: 4
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	27	36	63		7	0	0	0
1	37	51	88		8	0	0	0
2	59	32	91		9	0	0	0
3	53	46	99		10	0	0	0
4	37	57	94		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								435

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
7 % Asian
1 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
90 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 4%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2009 until the end of the school year.	11
(2)	Number of students who transferred from the school after October 1, 2009 until the end of the school year.	7
(3)	Total of all transferred students [sum of rows (1) and (2)].	18
(4)	Total number of students in the school as of October 1, 2009	456
(5)	Total transferred students in row (3) divided by total students in row (4).	0.04
(6)	Amount in row (5) multiplied by 100.	4

8. Percent limited English proficient students in the school: 2%
Total number of limited English proficient students in the school: 11
Number of languages represented, not including English: 5
Specify languages:

Non-English languages spoken by students at New Eagle Elementary include Spanish, Chinese, German, Dutch, and Urdu.

9. Percent of students eligible for free/reduced-priced meals: 3%

Total number of students who qualify: 14

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 14%

Total number of students served: 62

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>5</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>7</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u>6</u> Emotional Disturbance	<u>34</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>21</u>	<u>0</u>
Special resource teachers/specialists	<u>20</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>5</u>
Support staff	<u>4</u>	<u>13</u>
Total number	<u>46</u>	<u>18</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 22:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	96%	96%	94%	96%
Daily teacher attendance	96%	96%	96%	97%	97%
Teacher turnover rate	9%	5%	5%	3%	0%
High school graduation rate	%	%	%	%	%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:

Enrolled in a 4-year college or university

_____ %

Enrolled in a community college

_____ %

Enrolled in vocational training

_____ %

Found employment

_____ %

Military service

_____ %

Other

_____ %

Total

_____ **0%**

PART III - SUMMARY

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New Eagle Elementary School is located in the western suburbs of Philadelphia, approximately five miles from Valley Forge National Park. We serve 440 students in kindergarten through fourth grade. New Eagle Elementary School's mission is "to inspire a passion for learning, personal integrity, the pursuit of excellence, and social responsibility in each student."

New Eagle Elementary School is committed to providing a safe, positive socio-emotional environment for our students. To this end, we follow the Olweus Bullying Prevention and the Promoting Alternative Thinking Strategies (PATHS) programs. The Olweus program provides a structured approach to preventing and intervening in bullying situations. Our staff members attend regular training sessions in order to understand and identify bullying behaviors. Students participate in bullying prevention lessons each year, in which they learn strategies to prevent and handle bullying. Our principal and staff have developed a coordinated plan to support victims, bullies, and bystanders when issues arise. The PATHS program facilitates the development of self-control, positive self-esteem, emotional awareness, and interpersonal problem-solving skills. Teachers devote one class period per six-day cycle to this program, and reinforce the concepts in regular class meetings.

Our outstanding group of dedicated educators put children first. Our school is organized into grade-level and special-area teams that provide teachers with common planning time to collaborate on units of study and the opportunity to discuss student progress. Classrooms of teachers on the same team are located near each other, creating a small "neighborhood" within the school that promotes a feeling of connection and belonging for our students.

The New Eagle Parent Teacher Organization (PTO) is an active group that provides a vital link between parents, students, and teachers to enhance educational and social opportunities for our children. The PTO supports a wide variety of after-school activities, which in recent years have included foreign language, chess, drama, and cooking clubs. Our PTO also supports the cultural arts at New Eagle, enriching our students' educational experience with assemblies and enrichment programs. We have had visits from Doc Gibbs, a world-renowned percussionist, Robin Moore, a story-teller who specializes in Native American traditions, and Master Cheng, a professional artist of traditional Chinese paper cutting. In partnership with local businesses, the PTO's Cultural Arts Committee sponsors an annual Artist in Residency program, in which artists spend an entire school week working with our students towards a culminating activity or project. As part of this program, our students have created a tile mosaic that hangs in our school atrium, painted a mural that adorns the entrance to our school, studied movement and expression with a premier dance company, and created a band using everyday household items as instruments. Our PTO also sponsors regular family-oriented events that have become New Eagle traditions, such as the Ice Cream Social, Spring Fair, Pizza Bingo, skating parties, and Significant Seniors' Day.

Building literacy skills is paramount at New Eagle, as evidenced in our reading support services and programs, as well as in a number of special reading-focused activities each year. In our "I Read to the Principal" initiative, first- and second-grade students share their love of reading by reading to the principal each week. Students of all grade levels participate in a challenge to read 100 books each summer. Our students participate in the "Be a Phanatic about Reading" challenge, which won recently won us a visit from the Phillie Phanatic. We have enjoyed

frequent visits from famous authors, such as Janet Wong, and encourage budding student authors through our in-school Publishing Center.

New Eagle students' dedication to service is a point of pride. Our students collect and donate books and goods to local schools and organizations. They assemble goodie bags for homeless shelters each year in recognition of the Martin Luther King, Jr. Day of Service, visit and support veterans' hospitals and senior centers, collect money to support international relief efforts such as UNICEF and make security blankets for sick children.

We are tremendously proud of our strong tradition of academic and personal excellence. New Eagle Elementary School was awarded a National Blue Ribbon Award in 1997, and was named a Pennsylvania Title I Distinguished School for our students' achievement in reading and math.

1. Assessment Results:

In 1999, Pennsylvania adopted academic standards for Reading, Writing, Speaking and Listening and Mathematics. These standards identify what a student should know and concepts they should master at varying grade levels. The annual Pennsylvania System of School Assessment (PSSA) is a standards-based, criterion-referenced assessment designed to measure a student's attainment of academic standards in reading and math while also determining the degree to which school programs enable students to attain proficiency of the standards. Student results are grouped in four categories based on their level of performance. These categories include: Advanced, Proficient, Basic, and Below Basic. Advanced scores indicate superior performance with an in-depth understanding of skills and concepts. Proficient levels reflect satisfactory academic performance indicating a solid understanding and adequate display of skills and concepts. Basic level reflects marginal performance with a partial understanding and limited understanding of skills and concepts. Below basic level reflects inadequate academic performance with little or no understanding of skills and concepts.

During the past five years, our students have consistently achieved adequate yearly progress (AYP). The percentage of Proficient/Advanced math scores has been consistent, ranging between 95 and 99 percent in third grade, and between 90 and 100 percent in fourth grade. The percentage of Proficient/Advanced reading scores has also been consistent, ranging between 91 and 97 percent in third grade and between 87 and 99 percent in fourth grade. Due to the strong test scores, New Eagle has been awarded the 2011 Pennsylvania Distinguished Title I School Award for our overall achievement scores in both reading and math. These awards are given to schools that are among the top 25 performers in Pennsylvania based on the percentage of students scoring Advanced/Proficient in the All Students category of the PSSA.

In addition to the PSSA, we administer the CTP4/ERB Achievement tests in the fall to all students in second through fourth grades. This assessment measures reading comprehension, verbal reasoning, word analysis, and math. All students participate in screening assessments in order to determine a baseline from which to monitor their academic progress. Three times a year, kindergarten students are administered a kindergarten screening inventory that measures language arts, math, and perceptual skills. Students in grades one through four are given the DIBELS assessment which measures phonological awareness, accuracy and fluency, vocabulary and language development, and reading comprehension. Our spelling assessment is based on the Houghton Mifflin spelling series adopted by the district. In second grade, reading comprehension is assessed through the use of the AimsWeb MAZE test. Third and fourth grade reading comprehension is monitored with the 4Sight benchmark assessment. The 4Sight assessment mirrors the blueprint of the PSSA and provides a predictor of student performance on the PSSA.

These assessments provide meaningful feedback on the rate of student progress and the overall effectiveness of the instructional program. They highlight gaps between benchmark scores and academic achievement and allow us to target specific areas for professional development. Our assessments are valid measures for early identification of at-risk students, and provide critical data for developing proper goals and interventions, monitoring student progress, remediating academic concerns, and reflecting upon instructional practices. Teachers and staff can access all student assessment data collected during the school year by logging into the PAIRS system (Pupil Assessment, Intervention, and Reporting System). PAIRS is a central database, available

to relevant professional staff members, which provides a snapshot of each student's assessment data and academic growth. School personnel utilize this data in coordinating appropriate interventions, and monitoring the effectiveness of those interventions.

2. Using Assessment Results:

New Eagle is proud to sustain a culture of assessment and data-based instructional practices. Our teachers and staff are skilled in drawing from multiple sources of assessment data, and using that data to design instruction. We routinely analyze data collected through benchmark testing, progress monitoring, and curriculum-based assessments to identify student needs. Reflecting on the effectiveness of the instructional program and teaching practices is essential in fostering teacher accountability for student performance and evaluating the types of interventions used for specific student needs.

All students participate in screening assessments in order to determine a baseline from which to monitor their academic progress. These baseline results drive instruction and may indicate a need for additional assessment or evaluation. Each quarter, teachers administer progress monitoring assessments to determine the rate of student progress, glean information on the effectiveness of instruction, and highlight gaps between benchmark scores and academic achievement. These assessments provide meaningful feedback on the overall effectiveness of the instructional program. They are valid measures for early identification of at-risk students, and provide critical data for developing proper goals and interventions, monitoring student progress, remediating academic concerns, and reflecting upon instructional practices. Teachers and staff can access all student assessment data collected during the school year by logging into the PAIRS system (Pupil Assessment, Intervention, and Reporting System). PAIRS is a central database, available to relevant professional staff members, which provides a snapshot of each student's assessment data and academic growth. School personnel utilize this data in coordinating appropriate interventions, and monitoring the effectiveness of those interventions.

Analysis of assessment data leads to the identification of students for individualized services. Those students whose assessment data indicates a weakness in reading and/or math receive supplemental support, tailored to their needs, to improve their performance in those areas. The reading specialist, ESL teacher, special education teachers, or a paraprofessional provide reading interventions in a small-group or one-to-one setting. The math support teacher provides remedial and extension math instruction through the co-teaching of math classes and small-group instruction. Students who qualify for gifted support services participate in an enrichment program to stimulate creative and critical thinking skills.

Building a culture of assessment and data-driven instruction means that the collection and use of assessment data becomes a natural part of each teacher's professional repertoire.

3. Communicating Assessment Results:

New Eagle Elementary is committed to clearly and consistently communicating data regarding student performance and assessment results to parents, students and community members. Throughout the school year, all individuals involved in a child's education receive vital information through both formal and informal methods.

At the beginning of the school year, New Eagle hosts a Curriculum Night, where parents have the opportunity to learn about school-wide initiatives and to visit their child's classroom. The principal shares information about recent standardized test scores in the aggregate, and informs parents about other key

indicators of student performance. The classroom teachers provide information about the grade level curriculum, expectations, and various assessments that will be administered throughout the school year.

During regular intervals throughout the school year, New Eagle informs parents of their individual student's performance at their instructional level via progress reporting. Teachers prepare progress reports in November, March, and June. These reports provide detailed information about a student's progress in language arts, math, science, social studies, special areas (including music, physical education, library, applied technology, and art), study skills, and personal/social development. Teachers also write comments to further explain each child's progress. Formal parent-teacher conferences take place after the November and March progress reports, providing an opportunity for parents to learn more specific information about their student's assessment results and academic growth.

Parents also receive detailed score reports following the administration of District and State standardized tests. The principal, school counselor, reading specialist, and math support teacher assist parents in interpreting these test results. Aggregate information about student performance is also available in local newspapers, school newsletters, and on school and district websites.

New Eagle maintains an open-door policy, whereby parents and community members are welcome to schedule appointments to visit classrooms to directly observe student performance in the academic setting. Teachers enthusiastically welcome communication with parents, and regularly engage in phone conversations, email exchanges, and in-person conferences as the need arises. Staff members also highlight student successes and achievements at monthly school board meetings. Additionally, students participate in goal-setting conferences with teachers, and at times participate in meetings with parents and teachers to discuss their performance at school.

New Eagle considers effective communication with its stakeholders to be an essential component in improving student achievement. We are extremely proud of our students' successes and are eager to share this information with the entire school community.

4. Sharing Lessons Learned:

New Eagle Elementary strives to be a school where students, parents/guardians, faculty, administrators, and community members work collaboratively to create a positive and successful learning environment. The professional staff never hesitates to share educational strategies and programs that help students achieve and become lifelong learners.

The culture in the District and in our school is supportive of sharing educational strategies that are successful in the classroom. The District has established a file-sharing program, in which teachers can share lessons and activities and collaborate on program development via a computer server available to all. New Eagle's teachers are regular participants in the Colleague Connections program, in which teachers can visit classrooms in other schools to observe successful educational strategies in practice. Many faculty members participate in the Alternative Assessment program, in which they research an area of interest related to their assignment, and share their resources and strategies with other staff members at district-wide and building-level in-service sessions.

Whether by piloting new programs or participating in district-level committees, New Eagle's teachers are at the forefront of educational programs and initiatives throughout the district. For instance, the success of our character-education program, Your Character Counts, has led to its adoption in several other elementary buildings. At the district-level, New Eagle teachers serve on committees that review and develop Language Arts, Math, Social Studies, and Science curricula. Teachers on the Advisory Council for Specialized Student Instruction discuss state and

federal regulations relating to special education, gifted education, and English-language learners.

New Eagle values its strong connections to the community. At monthly school board meetings, teachers and students are able to showcase projects or special assignments. T/E Insight, a newsletter available on the school district website, provides information on the latest district initiatives and events. The school's own website provides an extensive overview of everything going on in our building. Throughout the academic year, community members visit our classrooms to assist teachers with instructional activities and to provide enrichment opportunities.

As a special note, New Eagle Elementary received the Title I Academic Achievement Award from the Pennsylvania Department of Education. Our principal proudly attended a conference in January 2011 to share our successes with other elementary schools across the state.

New Eagle values its commitment to helping all students become prepared for the world around them. The sharing of lesson materials and instructional strategies is a natural outgrowth of this philosophy.

1. Curriculum:

The foundation for delivery of the curriculum at New Eagle is the Core classroom. Each Core classroom includes students of different reading abilities, divided into small instructional groups in which students are taught at their specific reading level. This allows students to make continuous progress in reading development. The Core classroom teacher instructs his or her students in Language Arts, Social Studies, Mathematics, Science and Health. Students remain as a Core classroom group for instruction in Art, Music, Physical Education, Applied Technology, and Media (library). Core classroom teachers use a multidisciplinary approach, integrating skills and concepts from all curricular areas into a meaningful learning experience.

The primary goal of New Eagle's language arts curriculum is to foster a love of reading, increase facility with written expression, and strengthen verbal communication skills. To this end, teachers implement a variety of differentiated instructional strategies to meet the needs of all students. New Eagle currently uses the Houghton-Mifflin reading series, which emphasizes comprehension and critical thinking skills. Reading anthologies, literature circles, and leveled libraries are key components of this balanced approach to reading instruction. Every day, students at all grade levels participate in independent reading of works at their instructional level in order to build their confidence in reading skills. New Eagle's writing instruction is consistent with the Pennsylvania Writing Domain rubric. Through active engagement with and direct instruction in the writing process, students develop fluency in informational, persuasive, and narrative forms of writing.

New Eagle bases its math curriculum on a set of clearly defined learning objectives that are aligned with state and national curricula. Math classes work towards mastery of those objectives using a variety of textbooks and supplemental materials. Currently, New Eagle utilizes the Houghton-Mifflin math series in second grade and the Scott Foresman-Addison Wesley series in third and fourth grades. Both series use text-based instruction, manipulative materials, and technology to develop an understanding of key concepts. Both series concentrate on whole number operations, place value, number theory, rational numbers, graphs, geometry, measurement, and word problems. Beginning in first grade, grade-level teachers create flexible grouping of students, allowing students of similar math achievement levels to progress through the curriculum at a pace appropriate to their needs.

The Social Studies curriculum in kindergarten through fourth grade emphasizes students' understanding of cultural diversity and their place in the global community. At every grade level, students endeavor to answer certain key questions: *Who Am I in the World, In Time, In My State, and In My Country?* Classroom teachers explicitly engage students in exploration of different world cultures and religions, using an extensive selection of literature.

Laboratory-based experience is the fundamental emphasis of New Eagle's Science curriculum. Students have three science classes in each six-day cycle, including two laboratory sessions and one classroom lesson. Part V, section 3 contains more detailed information about the science program.

The Physical Education program emphasizes sportsmanship, teamwork, and communication. Students develop spatial awareness, manipulative skills, game strategies and body awareness

through an assortment of activities geared to their developmental level. In the 2010-2011 school year, the Physical Education department unveiled a unique multi-disciplinary unit in which students learned the meaning of various world holidays through creative physical activities. This unit emphasized the commonality among all people in the world.

New Eagle's Health curriculum consists of four basic areas of study: safety, drug and alcohol awareness, family life, and care of the body. These units explicitly teach factual knowledge and help to develop healthy attitudes and behaviors.

The Applied Technology curriculum focuses on process rather than product. Students are able to interact with multimedia in the computer lab using a wide variety of software. Laptop computers are also available for use in the classroom to reinforce and extend instruction.

In the Art program, students have the opportunity to perceive, appreciate, perform and criticize using higher-level thinking skills. Each student has the opportunity to work with a variety of mediums, including two- and three-dimensional materials. The Art program's lessons integrate elements of other areas of the core educational program, emphasizing the role of art in all aspects of human life.

New Eagle students learn the major elements of Music through listening, singing, performing, moving, reading and creating music. New Eagle's Instrumental and Performing Music program provides opportunities for students to participate in chorus, band, and/or orchestra.

The library at New Eagle is the physical and metaphorical center of the school. There are more than 20,000 books, reference volumes, student-published works, and periodicals within its walls. Teachers encourage extensive reading, and students are able to visit the library frequently throughout the six-day cycle. With teacher supervision, students are able to access the Internet and the Pennsylvania Online World of Electronic Resources. Through the Media curriculum, students develop an appreciation for reading, as well as basic library use and research skills.

2. Reading/English:

Reading instruction in the Tredyffrin/Easttown School District is an organized, sequential program which includes balanced use of anthologies, whole language activities and a wide variety of quality literature. Using the relevant state academic standards and the district learning competencies along with the Houghton Mifflin Reading Program as the foundation for spiraling skill development, this balance accommodates the individual learning needs of each student and stimulates teacher creativity while providing a strong, consistent level of reading instruction across the curriculum. Student anthologies in the Houghton Mifflin's are designed to build comprehension reading strategies along with language and vocabulary skills. These anthologies expose students to diverse genres and subject matters, which offer a balance of fiction and non-fiction. This research-based program, which emphasizes explicit, systematic instruction, enables students to construct, critically examine and apply meaning as they develop into successful readers. With this in mind, our school's ultimate goal is not only to help our students become successful readers but to foster a love of reading so that they become lifelong readers.

Direct reading instruction takes place for all New Eagle students in first through fourth grades, with early literacy development occurring in kindergarten. For struggling students, there is an early intervention program for kindergarten students and a reading support program for students in first through fourth grades. The kindergarten BRIDGE Program (Beginning Reading Instruction, Developing Guided Experiences) is designed to provide early intervention for

students who require additional literacy support. Kindergarten students in the BRIDGE Program meet in a small group setting and practice pre-reading activities to enable them to benefit from ongoing classroom instruction. The First Grade Reading Intervention Program is designed to provide 1:1 supplemental reading instruction for first grade students who demonstrate the greatest need of additional support. Instruction is provided by the reading specialist in collaboration with the classroom teacher based specifically on a child's individual needs. We also offer a Reading Support Program for students in first through fourth grades who require supplemental reading support. These programs provide a "double dose" of direct reading instruction, focusing on the same skills/strategies that are being taught in the classroom, but in a small group and using a variety of materials. In addition to the reading instruction students receive in the classroom, depending on their individual needs, students in support programs may receive instruction using the Wilson Reading System and/or the Read Naturally fluency program. Continued support is provided for these students through the district's Summer Reading Camp.

3. Mathematics:

New Eagle bases its math curriculum on a set of clearly defined learning objectives that are aligned with state and national curricula. By third grade, approximately half of our students are achieving above grade level. Teachers in kindergarten and first grade draw materials from a variety of texts and online resources. Although second grade teachers use the Houghton-Mifflin series and third and fourth grade teachers use the Scott Foresman Mathematics series, teachers supplement those texts with other resources in order to most effectively teach each district objective.

Beginning in the middle of first grade, students are grouped into math classes according to ability. This allows teachers to focus on the needs of students who are struggling with mathematical skills and concepts and to provide enrichment to stronger math students in above-level classes. Throughout the school year, students have the opportunity to switch between levels when warranted. Those students who are struggling can receive support within, and in addition to, their math classes.

Differentiated instruction is an essential element of math instruction. This differentiation may consist of a teacher working with a small group in the back of the classroom to re-teach a lesson or demonstrating multiple methods of solving a problem. Teachers present and reinforce concepts in multiple modalities. For instance, a teacher may present calculations using the SMART Board, and then divide the students into pairs to work with manipulatives.

Teachers strive to be flexible in addressing differing learning styles and speeds within the classroom. Learning support or math support teachers frequently co-teach with the regular math teacher or circulate around the classroom to offer help to those who need it.

In addition to the in-class supports, struggling learners also have the opportunity to participate in math support, a regular-education program which provides skill-specific small-group instruction to develop and reinforce understanding of math concepts. Students meet with the math support teacher one to three times per six-day cycle to increase their math understanding and confidence. Groups contain no more than five students, and some students receive one-to-one instruction. Students qualify for support based on standardized test scores, other grade-level assessments, and teacher recommendations. The program is flexible; students may enter or exit the program as needs arise.

The combination of supports within the classroom and more intensive small-group interventions has been a successful means of assisting students who may normally fall behind in improving their math skills.

4. Additional Curriculum Area:

New Eagle Elementary School uses the Science and Technology for Children (STC) curriculum, an inquiry-based program that emphasizes real-world, guided experimentation in a laboratory setting and provides students with a solid foundation in the basics of the scientific method. The program addresses the Pennsylvania standards for science education. In each six-day cycle, students receive one classroom period of instruction in preparation for laboratory work. They also participate in two science laboratory sessions which provide opportunities for hands-on exploration. While working in cooperative groups, students learn to make scientific observations, to develop scientific hypothesis, to collect data using appropriate scientific tools and techniques, and to draw logical conclusions based on the evidence they have collected.

In the STC program, students study a variety of topics which vary by grade level, including electricity, food chemistry, ecosystems, motion, and design. These topics are integrated into other areas of the academic program, such as mathematics and language arts. In math classes, for instance, students may apply mathematical calculations to solve problems taken from their science class. Students learn to articulate their scientific discoveries through journal writing or writers' workshops in their language arts classes. Through meaningful engagement with these topics, students also develop critical thinking skills which are applicable to problem-solving in all areas of the curriculum and to other aspects of life outside of school.

Tredyffrin/Easttown School District is committed to inspiring a lifelong love of learning in students and to building a culture that values collaboration and cooperation. . Students work in a small group or with a partner in the laboratory, and thereby learn to participate, contribute, and to value the insights of others. The STC program supports this mission by stimulating student curiosity and creativity. The use of technology such as SMART boards and a multi-sensory approach to instruction ensure that all students have the opportunity to become highly engaged, and highly proficient, in science.

5. Instructional Methods:

New Eagle's faculty is committed to inspiring a passion for learning and a desire for excellence in each child that walks through our doors. Through professional development and mentorship in differentiated instruction, teachers hone their skills in implementing best-practice instructional strategies in order to meet the needs of individual students and allow all children to access the curriculum. In order to ensure that all students have the opportunity to engage meaningfully with the curriculum, regardless of ability level, teachers present academic material to the whole group, in small instructional groups, and through individualized direct instruction.

Communication is critical to our success. In grade-level and special-area team meetings, teachers collaborate to identify and address the strengths and needs of our students, and to share lesson ideas that inspire and motivate students of all ability levels. Our Core Team, consisting of the principal, special education teachers, reading specialist, math support teacher, gifted support teacher, school psychologist, school counselor and classroom teachers, meets weekly. In these meetings, the team examines student performance, identifies areas for improvement, and develops plans to improve students' educational and personal outcomes.

In Core classrooms, students interact with literary workstations, which are designed to address their interests and preferred learning styles at their individual instructional level. Cooperative learning allows students to strengthen their content knowledge while developing self-confidence and social skills. In all content areas, teachers integrate hands-on projects and manipulatives to provide all learners with the chance to make meaningful connections to new academic material.

Technology is also an integral part of the academic environment at our school. Teachers regularly utilize the SMART Board, individual student laptops, and audio-visual materials as part of their instructional delivery. The pervasive and targeted use of technology not only increases student engagement but also addresses a variety of student learning styles.

The professional staff routinely analyzes data collected through benchmark testing, progress monitoring, and curriculum-based assessments to identify students with weaknesses in reading and/or math. The students then receive supplemental support, tailored to their needs, to improve their performance in those areas. The reading specialist, ESL teacher, special education teachers, or a paraprofessional provide reading interventions in a small-group or one-to-one setting. The math support teacher provides remedial and extension math instruction through co-teaching of math classes and small-group instruction. Students who qualify for gifted support services participate in an enrichment program designed to stimulate creative and critical thinking skills.

6. Professional Development:

Tredyffrin/Easttown School District's mission is to "inspire a passion for learning, personal integrity, the pursuit of excellence, and social responsibility in each student." To support staff in achieving this mission, the District provides an abundance of professional development opportunities before, during, and after the school year.

Professional staff members participate in several in-service days each year, on a variety of topics including collaboration, curriculum development, sharing of instructional methods and ideas, and development of effective and engaging classroom activities. These in-services allow teachers to implement best practice instruction models consistently and regularly. Past in-service topics have included developing cultural sensitivity and appreciating diversity, fostering creativity in students, teaching students to think critically, recognizing the impact of socio-economic status on student achievement, and integrating technology into the classroom in a meaningful way. Monthly staff meetings are a forum for sharing school-wide goals, standardized assessment results, special education law, and other critical information.

New teachers participate in an induction program in which they are brought up to speed in the professional development initiatives of the district. New teachers are also assigned professional mentors who provide support and training throughout their first school year. All professional staff members have access to mentors who have been specially trained in best practices in differentiated instruction, creativity and technology.

In line with the district's focus on self-directed learning, professional staff members have multiple opportunities to expand their own professional knowledge to increase student achievement. Tenured teachers participate in the Alternative Assessment program, in which they are freed from traditional methods of evaluation in order to pursue an area of interest that will benefit their students. The school district encourages teachers to pursue advanced degrees and graduate level work through its tuition reimbursement program, in order to ensure that staff members remain on the forefront of instructional practices that support students achievement. Teachers participate in committees that develop the curricular standards and programming that is implemented in the schools. Professional staff members are encouraged to collaborate and share knowledge through regularly scheduled common planning sessions, and are also afforded time to visit staff in other buildings to share knowledge via the Collegial Collections program.

7. School Leadership:

At New Eagle Elementary School we strive to provide a strong academic program in a positive and supportive environment. It is important that we create a school climate that is caring and warm, and one that invites children and staff to learn and share experiences together. We believe that the building principal is the individual who sets this tone within the school and that the ultimate responsibility for the

effectiveness of the instructional program lies with the principal to ensure a safe, orderly, balanced, sequential program for the entire school.

Our principal serves as the instructional leader of New Eagle and she is committed to partnering with students, families, and staff to maintain a strong comprehensive educational program and learning environment. Our principal arrived at New Eagle in 2007 and she immediately established an open door policy that encourages two-way communication and to foster a culture of trust. Our principal is highly visible throughout the school day. She greets students in the morning, addresses them during daily morning announcements, visits classrooms, interacting with students in the cafeteria, and participates in all PTO sponsored family events.

The principal leads the Instructional Cabinet which is comprised of teacher facilitators from each grade level, as well as special area and support area teachers. This cabinet provides a forum that promotes teamwork, open communication, consensus building, and collaboration in order to improve the instructional program. They also coordinate team activities and facilitate the coordination, planning, and implementation of interdisciplinary units and activities.

Communication is critical to our success. The principal attends grade-level and special-area team meetings where teachers collaborate to identify and address the strengths and needs of our students, and to share lesson ideas that inspire and motivate students of all ability levels. The principal also serves as the facilitator of the CORE Team. In addition to the principal, the CORE team consists of special education teachers, reading specialist, math support teacher, gifted support teacher, school psychologist, school counselor and classroom teachers, meets weekly. In these meetings, the team examines student performance, identifies areas for improvement, and develops plans to improve students' educational and personal outcomes.

At New Eagle, teachers and parents are encouraged to work cooperatively to provide quality educational opportunities for all children.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Pennsylvania System of School Assessment (PSSA)

Edition/Publication Year: 2005-2010 Publisher: Pennsylvania Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Apr	Mar	Mar
SCHOOL SCORES					
Proficient/Advanced	99	99	98	98	95
Advanced	65	71	59	53	72
Number of students tested	91	92	88	80	82
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6. Asian Students					
Proficient/Advanced		100			
Advanced		73			
Number of students tested		11			
NOTES:					

11PA4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Pennsylvania System of School Assessment (PSSA)

Edition/Publication Year: 2005-2010 Publisher: Pennsylvania Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Apr	Mar	Mar
SCHOOL SCORES					
Proficient/Advanced	95	97	98	96	92
Advanced	56	60	39	40	61
Number of students tested	91	92	88	80	82
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian Students					
Proficient/Advanced	0	100	0	0	0
Advanced	0	64	0	0	0
Number of students tested	0	11	0	0	0
NOTES:					

11PA4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Pennsylvania System of School Assessment

Edition/Publication Year: 2005-2010 Publisher: Pennsylvania Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Apr	Mar	Mar
SCHOOL SCORES					
Proficient/Advanced	99	96	100	91	95
Advanced	81	73	85	63	77
Number of students tested	96	89	80	85	86
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian Students					
Proficient/Advanced	100	0	0	0	0
Advanced	90	0	0	0	0
Number of students tested	10	0	0	0	0
NOTES:					

11PA4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Pennsylvania System of School Assessment (PSSA)

Edition/Publication Year: 2005-2010 Publisher: Pennsylvania Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Apr	Mar	Mar
SCHOOL SCORES					
Proficient/Advanced	98	99	98	87	94
Advanced	63	76	78	47	59
Number of students tested	98	89	80	85	86
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
2. African American Students					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
4. Special Education Students					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
5. English Language Learner Students					
Proficient/Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested	0	0	0	0	0
6. Asian Students					
Proficient/Advanced	100				
Advanced	100				
Number of students tested	10				
NOTES:					

11PA4

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Apr	Mar	Mar
SCHOOL SCORES					
Proficient /Advanced	99	97	99	94	95
Advanced	73	73	72	57	74
Number of students tested	187	181	168	165	168
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient /Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient /Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient /Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient /Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient /Advanced					
Advanced					
Number of students tested					
6.					
Proficient /Advanced					
Advanced					
Number of students tested					
NOTES:					

11PA4

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Mar	Apr	Mar	Mar
SCHOOL SCORES					
Proficient/Advanced	96	98	98	92	93
Advanced	60	68	58	44	60
Number of students tested	189	181	168	165	168
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced					
Advanced					
Number of students tested					
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					
3. Hispanic or Latino Students					
Proficient/Advanced					
Advanced					
Number of students tested					
4. Special Education Students					
Proficient/Advanced					
Advanced					
Number of students tested					
5. English Language Learner Students					
Proficient/Advanced					
Advanced					
Number of students tested					
6.					
Proficient/Advanced					
Advanced					
Number of students tested					
NOTES:					

11PA4